

Georgia Southern University

Digital Commons@Georgia Southern

Newsroom

University Communications and Marketing

11-4-2016

Newsroom

Georgia Southern University

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/newsroom>



Part of the [Higher Education Commons](#)

Recommended Citation

Georgia Southern University, "Newsroom" (2016). *Newsroom*. 566.
<https://digitalcommons.georgiasouthern.edu/newsroom/566>

This news article is brought to you for free and open access by the University Communications and Marketing at Digital Commons@Georgia Southern. It has been accepted for inclusion in Newsroom by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

Gameday Mayday: Homecoming

NOVEMBER 4, 2016

A large sign with a blue top half and a yellow bottom half. The top half contains the text 'GAMEDAY' in large white letters, 'MAYDAY' in large white letters with a yellow underline, and 'DON'T GET TICKETED OR TOWED' in yellow letters. To the right of 'MAYDAY' is a yellow ticket icon with a blue eagle head. The bottom half contains the text 'NO PARKING IN PAULSON OR RAC LOTS AFTER 12PM ON THURSDAY HOME FOOTBALL GAMES!' in blue letters, and 'A LARGE PORTION OF LOT 42 WILL BE CLOSED ON NOV. 10' and 'PLEASE PLAN ACCORDINGLY!' in yellow letters with arrows pointing outwards.

GAMEDAY
MAYDAY 
DON'T GET TICKETED OR TOWED

**NO PARKING IN PAULSON OR RAC LOTS
AFTER 12PM ON THURSDAY HOME
FOOTBALL GAMES!**

➡ A LARGE PORTION OF LOT 42 WILL BE CLOSED ON NOV. 10 ◀

➡ PLEASE PLAN ACCORDINGLY! ◀

Thousands of Eagle alumni and fans will flock to Allen E. Paulson Stadium for Thursday night's football game against the University of Louisiana at Lafayette on Nov. 10 at 7:30 p.m. Game day parking regulations from the [Office of Parking and Transportation](#) are outlined below:

Erk Russell Athletic Park (Paulson Stadium and Eagle Field)

Vehicles parked at either Paulson Stadium or Eagle Field on Thursday game days must be removed by 2 p.m. or they will be towed.

Recreation Activity Center (RAC)

Vehicles parked at the RAC on Thursday game days must be removed by 3:30 p.m. or they will be towed.

Lot 42

Homecoming parade preparations will be taking place in Lot 42 and a large portion of it will be closed to parking due to this.

Parking around Sweetheart Circle will close at 12 p.m. (noon). All vehicles must be moved by 2 p.m. or face towing charges.

Parking on Campus

At noon on Thursday — home football game days — residential, faculty and other campus parking lots (besides Erk Russell Athletic Park and the RAC) will be available for student and staff parking on a first come, first served basis. Safety violations will be enforced, so please park wisely.

Transit

The RAC bus stop will be relocated at 1 p.m. to Akins Blvd. and the bus will only stop after making a full route into campus. All Southern Express routes will run their regular scheduled times from 7 a.m. to 9 p.m. on Thursday game days. After 5 p.m., the Gold Route will increase the number of buses to accommodate the game day crowds and will run one additional hour after the game. As normal, the Blue Route will cease at 9 p.m.

Tailgating

Tailgating will be permitted after 4 p.m. in numbered, commuter lots on a first come, first served basis. Tailgating is not allowed in the parking spaces directly across the street from the new Health Services building that are designated for Health Services patient parking only. Students, alumni and all game day attendees should expect major delays in traffic. If possible, students, faculty and staff should carpool on Thursday game days, and residents of University Housing should keep their cars parked at their residence halls.

Students, faculty and fans of Georgia Southern football are encouraged to enjoy their game day but to do so safely.

College of Education faculty works with Smithsonian Institution on evolution education grant

NOVEMBER 4, 2016



Amanda Glaze, Ph.D.

Amanda Glaze, Ph.D., assistant professor in the Department of Teaching and Learning said her involvement with the Smithsonian Institution's Human Origins Program all began by sharing her research on Twitter. Not long after being featured as a guest writer for ErrantScience.com and RealScientists.org, invitations spurred from Twitter contacts, Glaze says that she was contacted by Briana Pobiner, Ph.D., director of the Smithsonian's Human Origins Program's education and outreach efforts. Pobiner and Glaze share research interests about evolution education specifically focusing on improving the teaching and learning of evolution in K-12 settings.

Today, Glaze serves as a co-investigator on a grant the

Smithsonian Institution has received from the National Science Foundation (NSF). In mid-September of this year, Glaze was informed that the team's grant was fully funded in the amount of \$1,083,000 over the next five years. It is the second grant in a series that began with a three-year NSF grant to develop teaching modules for advanced placement (AP) biology students. The grant, entitled "Learning Evolution through Human Examples" focuses on the redesign of the early AP teaching modules for use in general high school biology courses to encourage and support the teaching of human and non-human evolution in the curriculum. The program also provides culturally responsive teaching strategies for broaching topics that are deemed "controversial" in the public arena.

Glaze explained that within AP biology courses across the country, the curriculum is standardized and includes a focus on evolution. However, in many traditional high school biology courses, evolution is often rushed or avoided, even though it is often a part of the state standards and has a significant presence in the Next Generation Science Standards (NGSS) at the national level.

"Across the United States, and more so in the southeastern United States, a large portion of the public disagrees with evolution," said Glaze. "So when you get in the classroom, there are teachers

who do not believe in evolution and therefore do not teach evolution or who lack support to counter anti-evolution pressure in their community.”

Glaze says the lack of education on evolution is a disservice to the field of science and the students, as regardless of beliefs, education of the science is vital.

“Science literacy is a way of thinking and understanding in the world,” she explained. “Students need to be taught to understand and process decisions based on empirical evidence.”

Glaze and her team have already begun the process of reviewing applications for teachers to participate in their program within the state of Alabama, which was selected because of its representational value of the southeastern views of evolution. Two groups of eighteen teachers will participate in development of curriculum for evolution education over the life of the grant, with implementation in classrooms occurring between cohorts.

“I am extremely lucky to be a part of this team,” said Glaze. “Being able to work with the Smithsonian Institution’s Human Origins Program, and with such an accomplished research team, as a beginning faculty and researcher is really incredible.”

In December 2017, Glaze will serve as the lead on a similar grant with the Smithsonian team to focus on current educator training in regards to evolution education in Georgia.

Team members for the NSF-funded Smithsonian Institution grant include Dr. Briana Pobiner, Dr. Paul Beardsley, Dr. Constance Bertka, Dr. Lee Meadows, and Dr. Bill Watson.

Glaze also was recently interviewed by [Vox Media](#) regarding her research on the teaching and learning of evolution and other science topics that are deemed taboo or controversial among the public. This includes her research that is part of the newly funded NSF DRK12 grant for improving teaching.